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ABSTRACT

This handbook, made possible through a Title V grant from the Connecticut State Department of Education, contains job descriptions for teachers and principals and evaluation instruments which serve as initial exemplary models for the school systems throughout Connecticut seeking to improve their staff evaluation programs. Part I contains a section on the classroom teacher's role, a job description, and suggested instruments to evaluate his or her performance. Part II contains a model for principal evaluation, a section on the principal's role, a job description for a principal, and evaluation instruments to measure the performance of a principal. Appendices contain a glossary; Connecticut Public Act 74-278 (an act concerning teacher evaluation) and guidelines and criteria for implementation; and a narrative on teacher evaluation. (RC)

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EVALUATION
OF
CLASSROOM TEACHERS
AND
SCHOOL PRINCIPALS

PHILIP S. SAIF

A HANDBOOK FOR THE EVALUATION OF CLASSROOM TEACHERS AND SCHOOL PRINCIPALS

An application of Connecticut PA 74-278
Project number: 986-03-06-76-V0-010

Submitted to Superintendents of Schools:

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FOREWORD

The work of the Teacher and Principal Evaluation Committees in constructing job descriptions and evaluative instruments presented herein was commendable. This handbook represents one of the most realistic and progressive documents ever assembled on the subject of staff evaluation. An outstanding production! Appreciation is extended to Dr. Philip Saif, consultant, and to all members, individually and collectively, of the evaluation committees.

These job descriptions and instruments serve as initial exemplary models for the school systems throughout Connecticut seeking to improve their staff evaluation programs. Continued efforts in this endeavor are urged.

As we implement our evaluation programs, staff members' ideas and recommendations are invited. This manual is your resource; use it. That all our endeavors converge to improve the quality of the student learning experience is our main objective and continuing purpose.

Dr. Peter D'Arrigo, Chairman
Dr. Louis Mager
Dr. Raymond Ramsdell
Staff Evaluation Project

PREFACE

Connecticut P.A. 74-278* requires the evaluation of teachers and administrators on a continuous basis. In accordance with eleven interpretive guidelines adopted by the State Board of Education, the criteria for evaluation mandate a comprehensive description of the responsibilities of teachers and principals. Guideline IV, in fact, states:

> The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

Dr. Peter D'Arrigo, Superintendent of Schools in Windsor Locks, felt that in order to develop a comprehensive and meaningful evaluation system, it was first necessary to define the specific tasks and responsibilities of teachers. The Superintendent and the chairperson of the Windsor Locks Teacher Evaluation Committee, John Maxwell, agreed upon a committee of teachers to develop a job description for a classroom teacher. The four persons on the committee were Nancy Ellis, Stephen Foley, John Maxwell and Robert Morrell. The committee and the writer of this handbook met frequently and worked diligently in creating a job description for teachers that the committee felt most approximated an "ideal" but realistic model for a classroom teacher. The Superintendent provided helpful encouragement and time to the committee as they proceeded with their task.

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*The law, the guiding principles, and the guidelines with their criteria are in Appendix B of this handbook.

In March of 1976, Windsor Locks, in cooperation with Enfield and Vernon, applied for a grant from the State Department of Education to work on a handbook for the evaluation of teachers and principals. The writer was asked to serve as consultant to the project. When Title V funds were made available, the job description for classroom teachers developed by Windsor Locks served as a nucleus for discussion. Teachers from the three school districts were chosen and met together during several sessions in Enfield to tailor the job description of a classroom teacher into its best possible form.

The three school districts found that none of the evaluative instruments presently in use by various school systems correspond to the job descriptions included in this handbook. Consequently, instruments were developed by the committee to match the job descriptions in order to facilitate the assessment of teacher and principal performance. The instruments were designed to be easily used without special training.

It is important to remember that the primary purpose of Connecticut P.A. 74-278 is to improve the student learning experience in any given school. The handbook is designed to aid in achieving that purpose. Whereas the instruments make reference to certain areas of evaluation such as subject knowledge, these aspects of evaluation and their measurement are dealt with more fully in other specialized publications, as indicated under "Limitation of Instruments." The major focus herein is on the student learning experience.

Philip S. Saif

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HOW TO USE THIS HANDBOOK

INTRODUCTION

The overall purpose of evaluation is for the improvement of the student-learning experience. Yet "evaluation" is seen generally as a required negative experience to which all must submit. Often as not, this negative anticipation of evaluation thwarts the intended result, sometimes even creating more difficulties and/or problems than existed prior to the evaluation.

The procedure for effective, objective-based evaluation is one that requires a mutuality of trust and cooperation between the teacher and the evaluator, as well as the input of as much data from as many sources as reasonably possible.

An evaluation process resulting from the above would therefore be a meaningful experience resulting in the improvement (or maintenance) of quality performance.

The procedure of (1) pre-conference(s), (2) mid-year conference(s), and (3) end-of-year conference(s) for evaluation is suggested in the hopes of ultimately achieving an improved student-learning experience. Each component of the procedure is as follows:

I. Pre-conference(s): The teacher and the evaluator mutually decide in writing upon the objectives, the activities, and the methods of validation. This should occur at the beginning of the school year. (September/October)

The following procedure serves as a means by which the teacher and the evaluator mutually decide upon objectives, activities, and the methods of validation.

1. Identification of items

1.1 The teacher uses the following table and checks in front of each item under the column he/she feels is appropriate:

Category	Satisfactory	Needs Help	Not Applicable
1. Planning and Preparation			
2. Organization of students and classroom management			
3. Instruction and Interaction			
4. Assessment			
5. Competencies and Professional Development			
6. Human relationships			

1.2 The evaluator uses a separate copy to make appropriate checks.

1.3 The two lists are to be compared. If agreement is reached under the column marked "Needs Help," then this area is definitely the top priority for constructive action. If not, further discussion(s) and communication are needed until such agreement is reached.

2. What follows the identification of areas needing help?

2.1 For each area needing help, proceed as in section 1 using the sub-headings from the job description, as the following example demonstrates:

Example	Satisfactory	Needs Improvement
Planning and Preparation		
1. Identifies long and short term objectives.		
2. Prepares and maintains written plans.		

Sub-headings

2.2 Again the two lists are compared and the specific areas needing improvement are identified more clearly.

3. What about the principal's evaluation?

Use the same technique as with classroom teachers, using the principal's job description as the guide.

4. What happens if mutuality is not achieved during the initial comparison of responses?

4.1 Some school districts thought of a third party in cases of disagreement. The writer of this handbook disagrees with such an approach. The spirit of the law is to enhance communication between a teacher and an evaluator, and a third party could inhibit the achievement of this goal.

4.2 Lack of agreement is the first step in starting a dialogue (not a monologue on the side of the evaluator). A cooperative attitude of "give and take" will result in agreements. Another way to deal with this problem is to try each side's point of view for a semester or for a year, and then compare the results.

Above all, if there is trust, there will be no fear. The purpose of the entire evaluation process is to attempt to improve a teacher's effectiveness. This will best be accomplished through trust and cooperation.

5. When a teacher and an evaluator reach an agreement, they must determine the activities that will be used to measure the outcome. The suggested instruments in this handbook are designed to assist teachers and evaluators in their attempts to measure the degree of achievement of the objective(s). Still other instruments can and should be created by teachers and evaluators to suit their needs.

II. Observation(s) - Mid-Year Conference(s)

(January/February)

The teacher and evaluator will monitor the achievement of objectives. The evaluator will have observed classroom teaching and/or whatever other aspects of responsibility mutually selected during the pre-concerence. Strategies for improvement and/or reinforcement will be discussed.

III. End-of-Year Conference(s)

(May)

This is for the purpose of assessing the degree of success in reaching each of the objectives. A summative evaluation[1] will result from this conference.

---

[1] See glossary for definitions.

Suggested Forms:

The forms that appear on the following three pages will facilitate putting the agreed upon objectives, activities and validation on one form.

The terms supervisor and supervisee are used so that the forms could be used in the case of a classroom teacher or a principal with the evaluator(s).

There is no sacred number of objectives to be adopted; nor is there a given length of time for each objective. An objective could be successfully accomplished within weeks, while another may last for a year or even longer. The users of the suggested forms can use as many pages as needed.

Concluding Remark:

While writing objectives, remember that an objective must be: measurable, time phased, explicit, realistic, and related to the goal(s).

1. Initial Conference(s)*

(September/October)

Supervisee____________________ Signature____________________

Date____________________

Supervisor____________________ Signature____________________

Date____________________

Objectives**	Activities to meet each objective	Anticipated completion date	Validation (How do you know that the objective has been met?)

*A copy is to be in the hands of the supervisor, and another in the hands of the supervisee.

**Each objective includes: (a) the observable and/or measureable performance that is to occur, (b) the method by which one can determine how well the performance is conducted, (c) the time element, and (d) the level of satisfaction (proficiency level).

II. Intermediate Conference(s)

(January/February)

By January, both the supervisor and the supervisee should be able to offer a preliminary estimate of the degree of achievement of objectives. Objectives at that time could be added, deleted, modified, or kept as they are; provided that whatever is mutually agreed upon is in a written form.

For the purpose of such conference(s), the following form is suggested.

Intermediate Conference(s)

(January/February)

Supervisee________________________ Signature________________________

Date________________________

Supervisor________________________ Signature________________________

Date________________________

Objectives	Status Unchanged Modified New Deleted	Estimate

III. Final Conference(s)

(May)

By May, the supervisor, with the supervisee, will be able to make the final evaluation based upon the degree of achievement of the objectives. By that time, objectives for the next year could be identified. The following form is suggested.

Final Conference(s)

(May)

Supervisee____________________ Signature____________________

Date____________________

Supervisor____________________ Signature____________________

Date____________________

A.

Objectives	Assessment of degree of achievement

B.

Objectives for Next Year

PART I

CLASSROOM TEACHER

A. A Teacher's Role

B. A Teacher's Job Description

A. A Teacher's Role

A teacher's role is to perform in such a way that he/she facilitates, stimulates and guides the learning of students, other teachers and community members. The unique teaching style and scope of each individual teacher, as related to the following job description, should be recognized by the evaluator.

This job description attempts to delineate tasks that all teachers should perform and to describe abilities that teachers should demonstrate. The teacher who goes beyond these tasks and abilities is one who exemplifies a spirit of enthusiasm and dedication to the job and to the students.

B. A Teacher's Job Description

In this job description the absence of some familiar words and terminology is conspicuous; e.g., "emotional stability," "properly dressed," and "creative." McNeil and Popham made it clear when they wrote:

> Further items often used to assess personal characteristics are seldom adequately defined and at times are not consistent with each other. Dress has been, and increasingly is a matter of personal preference; except for extreme cases, emotional stability is something even psychologists have difficulty agreeing on; the factor of initiative seems to contradict the predisposition to accept regulations. Second Handbook of Research on Teaching, 1973, p. 233.

Also, the reader will recognize that the area of discipline has not been dealt with explicitly. It is believed that the concept of "discipline" is implicitly contained in several of the components of the job description.

In order for this handbook to be of value to the school districts, several basic classifications are needed:

1. The word "teacher" is used in this brief discussion as it is used in the law; i.e., everyone below the rank of superintendent.

2. The word "mutuality" refers to the trust and conscientious agreement between a teacher and an evaluator for the improvement of the teaching-learning experience.

3. Appendix A is a glossary of words used in the job descriptions of the classroom teacher and the principal.

With this introduction in mind, the reader can proceed to the following pages of the job description.

1. Planning and Preparation

The teacher:

1.1 identifies long and short term course objectives.
1.2 prepares and maintains written plans.
1.3 plans individual and group activities (i.e., field trips, role playing, class discussion, movies, slides, records, interaction, etc.).
1.4 selects appropriate learning from available sources: texts, supplements, AV materials, etc.
1.5 evaluates his objectives.
1.6 plans for performance evaluation.
1.7 modifies plans as necessary.

2. Organization of Student and Classroom Management

2.1 Professional Tasks

The teacher:

2.1.1 provides an environment in which students learn and interact.
2.1.2 provides an environment in which the student feels emotionally and physically secure.

2.2 Procedural Tasks

The teacher:

2.2.1 follows routine school procedures.
2.2.2 maintains appropriate student records and submits required reports within designated time limits.
2.2.3 maintains an up-to-date record of basic information for the use of substitutes as required.
2.2.4 develops and maintains necessary classroom materials, displays, and equipment.

3. Instruction and Interaction

3.1 Instruction

The teacher:

3.1.1 chooses activities and methods which best meet predetermined objectives.
3.1.2 is aware of, and uses community resources when available and applicable.
3.1.3 encourages full pupil participation in the learning experience.
3.1.4 encourages pupil in both affective and cognitive domains.
3.1.5 encourages analytical and critical thinking.
3.1.6 teaches desirable work habits and study skills.
3.1.7 provides opportunities for individual achievement.
3.1.8 executes plans.

3.2 Interaction

The teacher:

3.2.1 explains fully to students what is expected from them in the learning situation.
3.2.2 creates an atmosphere where students feel free to express their views while encouraging respect for the rights, opinions, property, and contribution of others.
3.2.3 creates an atmosphere in which students perceive that the teacher cares about what and how they learn.
3.2.4 promotes self-awareness and self-respect.
3.2.5 encourages students to work to the best of their abilities and to take pride in their achievements.
3.2.6 is sensitive to, and adjusts as necessary to differences among children and considers the overall well-being of the individual child.
3.2.7 is available for individual consultation at a mutually agreed upon time.
3.2.8 keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

3.2.9 attempts to establish the confidence and respect of students.
3.2.10 is consistent in his/her expectations of and reactions to students' behaviors.
3.2.11 demonstrates an acceptance of the students' development from dependence toward independence.

4. Assessment

The teacher:

4.1 uses tests for diagnostic purposes and/or placement.
4.2 interprets the results of tests.*
4.3 establishes and informs students of the basis of assessment.
4.4 periodically assesses student accomplishment of objectives.
4.5 reviews test results with students.
4.6 encourages student self-evaluation.

*The term "test" encompasses all methods of assessment that a teacher uses, and is not limited to the concept of a test requiring the use of pencil and paper.

5. Competencies and Professional Development

The teacher:

5.1 demonstrates knowledge and application of subject matter.
5.2 keeps abreast of developments in techniques, philosophy, and content in the professional literature relating to teaching practice and subject areas.
5.3 takes advantage of courses, in-service training, and conferences in his/her area of specialization and competency.
5.4 makes use of constructive criticism.
5.5 sets realistic goals for self, based on a clear perception of his/her limitations and capabilities and the reality of his/her situation.

5.6 makes use of student reactions as valid data for the evaluation of his/her teaching effectiveness (for personal use only).
5.7 demonstrates self-control.
5.8 demonstrates positive self-confidence.
5.9 questions the system constructively when believed necessary.
5.10 identifies any factors that may have interfered with teaching effectiveness.

6. Human Relationships

The ultimate purpose of maintaining sound relationships among staff and parents will be for the benefit of students.

6.1 Staff

The teacher:

6.1.1 cooperates with co-workers by sharing ideas and methods of instruction.
6.1.2 exhibits professional and ethical behavior toward fellow teachers and co-workers.
6.1.3 contributes to committees, faculty meetings.
6.1.4 seeks assistance, advice, and guidance as necessary from colleagues and/or specialists.
6.1.5 provides assistance, advice, and guidance as necessary for colleagues.

6.2 Parent

The teacher:

6.2.1 confers, as necessary and desirable, with parents to foster a constructive parent-teacher relationship.
6.2.2 involves, when appropriate, parents in class-related activities.

SUGGESTED INSTRUMENTS

In using the instruments included in this handbook, please note the following:

1. Numbering of Instruments: The letter and number designations in parentheses in the upper right corner of each instrument correspond to the letters and numbers of the major sections of the teacher's and principal's job description.

   Example: (T-1) refers to the section on planning and preparation in the teacher's job description, while (P-1) refers to the section on management in the principal's job description. Successive numbers after the initial letter-number designation (i.e., T-1-1, T-1-2, etc.) indicate the various instruments for the major categories of the job descriptions.

2. Types of Instruments: The variety of the instruments indicates that there are a variety of methods to use for assessment. Teachers and principals should choose those which best suit their needs. The selection of specific instruments can best be done during the pre-conference when mutually established objectives are chosen, though further selection during the school year may be necessary.

3. Use of Instruments: The instruments may be used in either of the following ways:

   1. Two separate forms are to be completed by the supervisor and supervisee. The results are compared and necessary comments written during the post-observation conference.

   2. The supervisor and supervisee complete the same form using different colored pens or pencils. They meet to discuss and comment upon the results.

Example:

Suppose that the item to be checked is: "The teacher identifies long term course objectives." The instrument to be used could be one of the following samples:

Sample A

	Identified & written	Identified & unwritten	Unidentified
The teacher identifies long term course objectives.	☐ ☐	☐ ☐	☐ ☐

The two squares above each point are to be used by the teacher and the evaluator, whether separately or together. Below the scale there is a space for comments if needed.

Sample B

	Yes	No	Comments
The teacher identifies long term course objectives.	___	___	

In this sample, it is a matter of either checking "Yes" or "No" rather than the quality of the objectives. The evaluator may use the space under "Comments" to indicate the quality.

Sample C

	Unsatisfactory	Satisfactory	Outstanding	Comments
The teacher identifies long term course objectives.	☐	☐	☐	

In this sample it becomes obvious that it is a check for the quality.

Sample D

	Teacher	Evaluator	Comments
The teacher identifies long term course objectives.			

This sample leaves it wide open for just a check, and then ample comments should be used regarding the quality of the objectives, the form in which they exist, etc.

Sample E

The teacher identifies
long term course objectives.

Narrative Summary:

Evaluator	Teacher

In using this form, the evaluator as well as the teacher write narrative summaries. Such a form does not provide for precise comments, but may allow opportunity for discussion as to what is meant and what is not meant by a given statement.

4. Local Use of Instruments: The choice of the instruments is left to the individual school district. It should be noted that the evaluator could be a fellow teacher, a chairperson of a department, an administrator, a principal, or a student. Therefore, school districts are urged to use the type of instruments that provides value and practicality to each of them. Also, a school district has the choice of modifying any of the suggested instruments to suit its needs and human resources.

5. Limitations of Instruments: The following instruments do not deal with all aspects of teacher evaluation. They are limited to what is indicated in the job description. For example, those who are interested in evaluating the process of interaction between a teacher and student, can consult Simon and Bayer, Mirrors for Behavior III (latest printing is 1974).

   As for those who are interested in assessing teacher competencies in specific areas, if needed, they can consult the test collection of the Educational Testing Service (ETS) entitled Assessment of Teachers, June 1973.

(T-1-1)

Planning and Preparation

Instructions: This instrument is intended for use by the teacher and evaluator.

The teacher:

1. Identifies long term course objectives.

☐ ☐	☐ ☐	☐ ☐
Identified & written	Identified & unwritten	Unidentified

Comments:

2. Identifies short term course objectives.

☐ ☐	☐ ☐	☐ ☐
Identified & written	Identified & unwritten	Unidentified

Comments:

3. Prepares and maintains written plans (frequency).

☐ ☐	☐ ☐	☐ ☐
Plans are always prepared and maintained	Plans are often prepared and maintained	Plans are never prepared and maintained

Comments:

4. Prepares and maintains written plans (quality).

☐ ☐	☐ ☐	☐ ☐
Plans are clear and useable	Plans are unclear and unuseable	Plans do not exist

Comments:

5. Plans individual and group activities.

☐ ☐	☐ ☐	☐ ☐
Plans varied activities	Plans activities of limited variety	Plans no variation of activities

Comments:

6. Selects appropriate learning materials from available sources.

☐ ☐	☐ ☐	☐ ☐
Usually selects appropriate materials	Often selects appropriate materials	Seldom selects appropriate materials

Comments:

7. Plans the evaluation of objectives and performance.

☐ ☐	☐ ☐	☐ ☐
Evaluates formatively	Evaluates summatively	Does not evaluate

Comments:

8. Modifies plans.

☐ ☐	☐ ☐	☐ ☐
Usually provides alternatives	Often modifies plans	Seldom modifies plans

Comments:

(T-1-2)

Planning and Preparation

Instructions: This instrument is intended for use by the teacher and evaluator.

	Performance		
The teacher:	Yes	No	Comments
1. a. identifies long term course objectives	___	___	
1. b. identifies short term course objectives	___	___	
2. prepares and maintains written plans	___	___	
3. plans individual and group activities	___	___	
4. selects learning materials from available resources	___	___	
5. plans to evaluate objectives and performance	___	___	
6. modifies plans	___	___	

(T-1-3)

Planning and Preparation

Instructions: This instrument is intended for use by the teacher and evaluator.

The teacher:	Unsatisfactory	Satisfactory	Outstanding	Comments:
1. a. identifies long term course objectives				
1. b. identifies short term course objectives				
2. prepares and maintains written plans				
3. plans individual and group activities				
4. selects learning materials from available resources				
5. plans to evaluate objectives and performance				
6. modifies plans				

(T-1-4)

Planning and Preparation Rating Scale

Instructions: This instrument is intended for use by the teacher and evaluator.

	Teacher	Evaluator	Comments
1. Long term course objectives			
a. well-defined and written			
b. well-defined and unwritten			
c. undefined			
2. Short term course objectives			
a. well-defined and written			
b. well-defined and unwritten			
c. undefined			
3. Written plans - frequency			
a. always			
b. usually			
c. sometimes			
d. never			
4. Written plans - degree			
a. prepares in detail			
b. prepares generally			
c. does not prepare			
5. Group activities			
a. plans ahead			
b. plans off-the-cuff			
c. does not plan			
d. does not apply			

Planning and Preparation Rating Scale (Cont'd)

	Teacher	Evaluator	Comments
6. Individual activities			
a. plans ahead			
b. plans off-the-cuff			
c. does not plan			
d. does not apply			
7. Learning materials			
a. always appropriate			
b. usually appropriate			
c. sometimes appropriate			
d. seldom appropriate			
8. Learning materials			
a. always selects in advance			
b. usually selects in advance			
c. sometimes selects in advance			
d. seldom selects in advance			
9. Objectives			
a. constantly plans to evaluate			
b. often plans to evaluate			
c. occasionally plans to evaluate			
d. seldom plans to evaluate			
10. Performance			
a. constantly plans to evaluate			
b. often plans to evaluate			
c. occasionally plans to evaluate			
d. seldom plans to evaluate			

Planning and Preparation Rating Scale (Cont'd)

	Teacher	Evaluator	Comments
11. Modification of plans			
a. constantly modifies			
b. often modifies			
c. occasionally modifies			
d. seldom modifies			

(T-1-5)

Planning and Preparation

Instructions: This instrument is intended for use by the teacher and evaluator.

Statement of Objective:

Narrative Summary:

Evaluator	Teacher

(T-2-1)

Organization of Students and Classroom Management

Instructions: This instrument is intended for use by teacher and evaluator.

The teacher:

1. Provides an environment in which students learn and interact.

☐ ☐	☐ ☐	☐ ☐
Much learning and interaction takes place	Some learning and interaction takes place	Little learning and interaction takes place

Comments (give examples):

2. Provides an environment in which the students appear to feel emotionally and physically secure.

☐ ☐	☐ ☐	☐ ☐
Students seem to feel very secure	Students seem to feel somewhat secure	Students seem to feel insecure

Comments (give examples):

3. Follows routine school procedures.

☐ ☐	☐ ☐	☐ ☐
Consistently follows routine procedures	Often follows routine procedures	Seldom lows routine procedures

Comments (give examples):

4. Maintains appropriate school records.

☐ ☐	☐ ☐	☐ ☐
Consistently maintains appropriate records	Often maintains appropriate records	Seldom maintains appropriate records

Comments (give examples):

5. Submits required reports.

☐ ☐	☐ ☐	☐ ☐
Consistently submits reports when required	Often submits reports when required	Seldom submits reports when required

Comments (give examples):

6. Maintains up-to-date record of basic information for use of substitutes.

☐ ☐	☐ ☐	☐ ☐
Consistently maintains record of information	Often maintains record of information	Seldom maintains record of information

Comments (give examples):

7. Develops necessary classroom materials.

☐ ☐	☐ ☐	☐ ☐
Consistently develops necessary materials	Often develops necessary materials	Seldom develops necessary materials

Comments (give examples):

8. Maintains necessary classroom materials.

☐ ☐	☐ ☐	☐ ☐
Consistently maintains necessary materials	Often maintains necessary materials	Seldom maintains necessary materials

Comments (give examples):

(T-2-2)

Organization of Students and Classroom Management

Instructions: This instrument is intended for use by teacher and evaluators.

Professional Tasks	Yes	No	Comment by Evaluator	Comment by Teacher
1. Provides an environment in which students learn and interact.				
2. Provides an environment in which students feel emotionally and physically secure.				

Procedural Tasks				
3. Follows routine school procedures.				
4. Maintains appropriate school records and submits required reports within designated time limits.				
5. Maintains an up-to-date record of basic information for use of substitutes as required.				
6. Develops and maintains necessary classroom materials, displays, and equipment.				

(T-2-3)

Rating Scale for Classroom Management

Instructions: This instrument is intended for use by teacher and evaluators.

	Teacher	Comment	Evaluator	Comment
1. Routine school procedure				
a. always follows	☐		☐	
b. usually follows	☐		☐	
c. sometimes follows	☐		☐	
d. seldom follows	☐		☐	
2. Appropriate school records				
a. always carefully kept	☐		☐	
b. sometimes kept	☐		☐	
c. carelessly kept	☐		☐	
d. not kept at all	☐		☐	
3. Required reports (check more than one if needed)				
a. 1. excellent reports	☐		☐	
2. in on time always	☐		☐	
b. 1. good reports	☐		☐	
2. sometimes late	☐		☐	
c. reports not handed in	☐		☐	
4. Basic up-to-date information for substitute's use				
a. always available	☐		☐	
b. usually available	☐		☐	
c. sometimes available	☐		☐	
d. never available	☐		☐	

Rating Scale for Classroom Management (Cont'd)

	Teacher	Comment	Evaluator	Comment
5. Develops necessary classroom materials and equipment				
a. always				
b. usually				
c. sometimes				
d. never				
6. Maintains classroom materials and equipment				
a. always				
b. usually				
c. sometimes				
d. never				

(T-2-4)

Organization of Students and Classroom Management

Statement(s) of Objective(s)

Evaluator's Narrative	Teacher's Narrative

(T-3-1)

Instruction and Interaction

Instructions: This form is intended for use by teachers and evaluators.

A. Instructional Techniques - Narrative Commentary

	Teacher's Response	Evaluator's Response
1. The teacher uses the following method(s) to meet predetermined objectives:		
2. The teacher uses the following activities to meet predetermined objectives:		
3. The teacher uses the following community resources: (If not applicable, why not?)		
4. The teacher uses the following methods and activities to promote pupil participation:		
5. The teacher uses the following methods to encourage creative skills:		

Instruction and Interaction (Cont'd)

	Teacher's Response	Evaluator's Response
6. The teacher uses the following methods to encourage the acquisition and application of facts:		
7. The teacher uses the following methods to encourage analytical and critical thinking:		
8. The teacher uses the following methods to teach desirable work habits and study skills:		
9. The methods and activities are appropriate to the instructional level of the students. (Explain)		
10. The teacher provides the following opportunities for individual achievement:		
11. The teacher provides materials that are appropriate to the identified objectives. (Explain)		

Instruction and Interaction (Cont'd)

	Teacher's Response	Evaluator's Response
12. The teacher provides materials that are available in adequate quantity. (If not, why?)		
13. The teacher provides materials that are appropriate to the abilities of the students. (If not, why?)		
14. The teacher plans cooperatively with others to enhance the transfer of knowledge. (If not, why?)		

Instruction and Interaction (Cont'd)

B. Interaction

	Yes	No	Data Insufficient	Comments
1. The teacher explains fully to students what is expected from them in the learning situation.				
2. The teacher creates an atmosphere where students feel free to express their views while encouraging respect for the rights, opinions, property, and contribution of others.				
3. The teacher creates an atmosphere in which students perceive that the teacher cares about what and how they learn.				
4. The teacher promotes self-awareness and self-respect.				
5. The teacher encourages students to work to the best of their abilities and to take pride in their achievements.				
6. The teacher is sensitive to, and adjusts as necessary to differences among children and considers the overall well-being of the individual child.				
7. The teacher is available for individual consultation at a mutually agreed upon time.				
8. The teacher keeps in confidence information that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.				

Instruction and Interaction (Cont'd)

	Yes	No	Data Insufficient	Comments
9. The teacher attempts to establish the confidence and respect of students.				
10. The teacher is consistent in his/her expectations of and reactions to students' behaviors.				
11. The teacher demonstrates an acceptance of the students' development from dependence toward independence.				
12. The teacher provides an environment in which students learn and interact.				
13. The teacher provides an environment in which the students appear to feel emotionally and physically secure.				
14. The teacher presents material at a rate and degree that is consistent with student ability levels.				

(T-3-3)

Instruction and Interaction

Instructions: This form is intended for use by teachers and evaluators.

A. Instruction

1. The teacher uses a variety of instructional techniques to execute plans.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

2. The teacher chooses activities that correspond to course objectives.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

3. The teacher chooses materials that correspond with course objectives.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

4. The teacher chooses materials and activities that are consistent with student abilities.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

Instruction and Interaction (Cont'd)

5. The teacher makes use of community resources when appropriate.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

6. The teacher involves all students in the learning process.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

7. The teacher encourages students' critical examination of subject matter.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

8. The teacher explains to students how to best fulfill course objectives.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

9. The teacher provides opportunities for individual achievement.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

Instruction and Interaction (Cont'd)

10. The teacher allows student initiated discussion.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

11. The teacher clarifies, builds, or develops ideas suggested by students.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

12. The teacher stifles in class contributions from some students.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

B. Interaction

1. The teacher explains fully to students what is expected of them in the learning situation.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

Instruction and Interaction (Cont'd)

2. The teacher's response to students conveys to students the feeling that their contributions are understood.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

3. The teacher's responses to students help them clarify their thoughts.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

4. The teacher provides for a classroom environment free from intimidation or threat.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

5. The teacher demonstrates affection for students.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

6. The teacher allows for humor in the classroom situation.

☐ ☐ always ☐ ☐ usually ☐ ☐ seldom ☐ ☐ never

Comments:

Instruction and Interaction (Cont'd)

7. The teacher adjusts to the individual differences among students.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

8. The teacher is available for consultation.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

9. The teacher keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

10. The teacher is consistent in his/her expectations of student behavior.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

11. The teacher is consistent in his/her reaction to student behavior.

☐ ☐	☐ ☐	☐ ☐	☐ ☐
always	usually	seldom	never

Comments:

Instruction and Interaction (Cont'd)

12. The teacher encourages his students to listen to and respect the statements of others.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
always usually seldom never

Comments:

13. The teacher encourages respect for differing opinions, values, and life styles.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
always usually seldom never

Comments:

Instruction and Interaction

Instructions: This instrument is intended for use by students, to be returned only to the teacher. Though this particular survey is most relevant to middle-high school students, others are available that may be used in the higher elementary levels (4th grade on).

Directions to the Students: This survey is to help me improve my teaching abilities and your learning experience. Please assist me by honestly completing the survey. Any specific examples or comments will be very helpful. You may remain anonymous. Thank you for your help.

Check off scale where most appropriate.

Student Survey

The teacher . . .

1. Makes students feel free to approach him/her for consultation.

very approachable __,______,______,______,____ unapproachable

Examples and/or comments:

2. Encourages questions and expression of student viewpoints.

encourages ____,______,______,______,____ discourages

Examples and/or comments:

3. Allows students to disagree with his/her statements and opinions.

is receptive to disagreement ______,______,______,____ is defensive about disagreement

Examples and/or comments:

(T-3-4)

The teacher . . .

4. Encourages all students to participate in discussions.

encourages____,____,____,____,____discourages

Examples and/or comments:

5. Leads productive class discussions.

very
productive____,____,____,____,____unproductive

Examples and/or comments:

6. Makes an effort to tailor his/her teaching to meet students' needs and interests.

makes great effort____,____,____,____,____makes no effort

Examples and/or comments:

7. Seems to favor certain students at the expense of others.

shows much favoritism____,____,____,____,____shows little favoritism

Examples and/or comments:

8. Selects materials that are readable and interesting.

very readable and interesting,____,____,____,____difficult to read and uninteresting

Examples and/or comments:

(T-3-4)

The teacher . . .

9. Suggests additional reading materials to interested students when appropriate.

often suggests _____,_____,_____,_____,_____ seldom suggests

Examples and/or comments:

10. Selects course material which is significant and worth studying.

well worth studying _____,_____,_____,_____,_____ not worth studying

Examples and/or comments:

11. Expects a reasonable amount of work.

expects too much work _____,_____,_____,_____,_____ expects too little work

Examples and/or comments:

12. Presents material that is appropriate to the students' backgrounds and abilities.

material too difficult _____,_____,_____,_____,_____ material too easy

Examples and/or comments:

13. Presents material at a rate that is appropriate to the students' backgrounds and abilities.

material covered too quickly _____,_____,_____,_____,_____ material covered too slowly

Examples and/or comments:

(T-3-4)

Instruction and Interaction

Student Response Form

1. List any characteristics, teaching techniques, etc., that have enhanced your instructor's effectiveness as a teacher.

2. List any habits, mannerisms, or characteristics that interfere with your instructor's effectiveness as a teacher.

3. What is your instructor's greatest asset?

4. What is his/her outstanding shortcoming?

5. What specific things do you think might be done to improve his/her teaching in this course?

6. Other comments.

(T-4-1)

Assessment

Instructions: This form is intended for use by teachers and evaluators.

The teacher:	Yes	No	Comment
1. Uses tests for diagnostic purposes.	___	___	
2. Uses tests for placement.	___	___	
3. Interprets the results of tests.	___	___	
4. Establishes the basis of assessment.	___	___	
5. Informs students of the basis of assessment.	___	___	
6. Periodically assesses student accomplishment of objectives.	___	___	
7. Reviews test results with students.	___	___	
8. Encourages student self-evaluation.	___	___	

(T-4-2)

Assessment - Narrative

Instructions: This form is intended for use by teachers and evaluators.

Statement(s) of Objective(s)

Teacher	Evaluator

(T-4-3)

Assessment - Student Survey

This instrument is intended as a survey of student opinion dealing with assessment. It should give the teacher feedback concerning the teacher's assessment practices as well as possible strategies for improvement. It is intended for the teacher's personal use only as part of the self-evaluation program.

Instructions to the Student: The purpose of this student survey is to give me constructive ideas for improving the methods I use to assess your achievement in this class. Please indicate with an "x" where you feel my abilities are on each scale. Please remain anonymous. Feel free to comment and give examples. Thank you.

The teacher:

1. Explains fully the course requirements and goals at the beginning of the course.

   explains fully ________|________|________|________|____ does not explain

   Examples and/or comments:

2. Gives exams or papers which are fair tests of what is taught.

   very fair ________|________|________|________|____ unfair

   Examples and/or comments:

3. Gives exams or papers which are closely related to the goals of the course.

   closely related ________|________|________|________|____ unrelated

   Examples and/or comments:

(T-4-3)

The teacher:

4. Has impartial grading practices.

very impartial ____,____,____,____,____ partial to certain students

Examples and/or comments:

5. Returns graded student work promptly.

always prompt ____,____,____,____,____ never prompt

Examples and/or comments:

6. Provides helpful and constructive comments on written work.

comments very helpful ____,____,____,____,____ comments not helpful or non-existant

Examples and/or comments:

7. Reviews the results of tests with students.

always reviews ____,____,____,____,____ never reviews

Examples and/or comments:

8. Encourages students to evaluate their own work.

always encourages ____,____,____,____,____ never encourages

Examples and/or comments:

9. What suggestions for improvement do you have?

Competencies and Professional Development

Instructions: This instrument is intended for use by teachers and evaluators.

Name________________________________ Date______________________

1. Knowledge and application of subject.	☐ ☐ Thorough knowledge & application of subject area	☐ ☐ Adequate knowledge & application of subject area	☐ ☐ Inadequate knowledge & application of subject area		Comment:
2. Professional literature.	☐ ☐ Is conversant with current literature	☐ ☐ Frequently reads to keep up with new trends & developments	☐ ☐ Is not aware of the latest developments		Comment:
3. Professional participation.	☐ ☐ Contributes time to improve instruction	☐ ☐ Contributes time when required	☐ ☐ Contributes time to no advantage	☐ ☐ Does not take advantage of opportunities	Comment:

(T-5-1)

4. Constructive criticism.	☐ ☐ Is open to criticism	☐ ☐ Is becoming more capable of receiving criticism	☐ ☐ Accepts criticism unwillingly	☐ ☐ Is closed to all criticism	Comment:
5. Goals	☐ ☐ Consistently works within the realm of the possible	☐ ☐ Is usually aware of the limits of the situation	☐ ☐ Shows much confusion about limits	☐ ☐ Has a totally unrealistic view of self and/or the situation	Comment:
6. Student reaction.	☐ ☐ Consistently perceives & benefits from student reactions to teaching	☐ ☐ Frequently uses student reactions	☐ ☐ Occasionally uses student reactions	☐ ☐ Disregards student reactions	Comment:
7. Self-control.	☐ ☐ Always maintains consistent and reasonable self-control	☐ ☐ Usually maintains reasonable self-control	☐ ☐ Behaves unpredictably		Comment:

8. Self-confidence.	☐ ☐ Usually poised, sure of self, positive about teaching methods and ability	☐ ☐ Generally sure of self, confident of teaching methods and/or ability	☐ ☐ Unsure, lacks self-confidence, doubtful about methods and/or ability	☐ ☐ Defensive about ability and/or methods, not open to suggestions	Comment:
9. Analysis and improvement of the system.	☐ ☐ Makes views on system known & is actively involved in improvement	☐ ☐ Criticizes & offers useful alternatives	☐ ☐ Does not make views on system known	☐ ☐ Criticizes & challenges the system impulsively & does not contribute to improve the system	Comment:
10. Teacher effectiveness.	☐ ☐ Identifies the factors that may have interfered with effectiveness and takes steps to improve them.	☐ ☐ Identifies the factors that may have interfered with teaching effectiveness	☐ ☐ Is not aware of factors that may have interfered with teaching effectiveness		Comment:

Additional Comments

Teacher	Evaluator

(T-5-2)

Competencies and Professional Development

Instructions: This instrument is intended for use by teachers and evaluators.

Name____ Date__________________________

The teacher:	Unsatisfactory	Satisfactory	Outstanding
1. Demonstrates knowledge and application of subject matter.			
2. Keeps abreast of developments in techniques, philosophy and content in the professional literature relating to teaching practice and subject areas.			
3. Takes advantage of courses, in-service training, and conferences in his/her area of specialization and competency.			
4. Makes use of constructive criticism.			
5. Sets realistic goals for self, based on a clear perception of his/her limitations and capabilities and the reality of his/her situation.			
6. Makes use of student reactions as valid data for the evaluation of his/her teaching effectiveness (for personal use only).			
7. Demonstrates self-control.			
8. Demonstrates positive self-concept.			

The teacher:	Unsatisfactory	Satisfactory	Outstanding
9. Questions the system constructively when believed necessary.			
10. Identifies any factors that may interfere with teaching effectiveness.			

Comments

Evaluator	Teacher

(T-5-3)

Competencies and Professional Development

Instructions: This instrument is intended for use by teachers and evaluators.
(Check appropriate space)

1. With regard to knowledge of subject, the teacher

____ knows it very well
____ knows it well
____ does not know it very well
____ knows it poorly

Comments and/or examples:

2. With regard to conveying this knowledge, the teacher

____ explains so well that all students understand
____ explains the lessons clearly
____ sometimes cannot explain clearly
____ never explains the lessons very clearly

Comments and/or examples:

3. Self-control

a. Is even-tempered in response to students

____ always
____ usually
____ sometimes
____ seldom

Comments and/or examples:

b. Avoids harmful sarcasm toward pupils

____ always
____ usually
____ sometimes
____ seldom

Comments and/or examples:

c. Remains poised in all situations

____ always
____ usually
____ sometimes
____ seldom

Comments and/or examples:

d. Handles problems calmly and objectively

____ always
____ usually
____ sometimes
____ seldom

Comments and/or examples:

4. Self-concept

____ overestimates his/her abilities
____ knows his/her limitations
____ is unaware of his/her limitations
____ underestimates his/her abilities

Comments and/or examples:

5. The teacher realizes the nature of the student's development from dependence toward independence.

____ the teacher recognizes the need and allows independence
____ the teacher recognizes the need and does not allow independence
____ the teacher does not recognize the need and does not allow independence

Comments and/or examples:

6. Makes use of constructive criticism

   ____ always
   ____ usually
   ____ sometimes
   ____ seldom

   Comments and/or examples:

7. The teacher utilizes proper channels to express criticism

   ____ always
   ____ usually
   ____ sometimes
   ____ seldom

   Comments and/or examples:

Competencies and Professional Development

Teacher Questionnaire

Instructions: This instrument is intended for use by the teacher as part of the self-evaluation program, and should be the focal point of discussion between evaluator and teacher.

1. Which periodicals do you read regularly that you feel contribute to your professional growth?

2. This year, have you taken any courses related to your professional development?

   If so, list.

3. Did the school provide information about conferences, workshops, and in-service programs?

4. Did the school provide opportunities for you to attend conferences, workshops, and in-service programs?

5. Have you participated in any conferences, workshops, or in-service programs this year?

   If so, list.

6. Explain how any or all of the above have contributed to your growth as a teacher.

7. Do you ask for student reactions to you as a teacher?

8. If not, explain.

9. If so, how do you use the information that students offer?

(T-5-5)

Competencies and Professional Development

Instructions: This instrument is intended for use by teachers and evaluators.

Statement of Objectives:

Narrative Summary:

Evaluator	Teacher

(T-6-1)

Human Relationships

Instructions: This instrument is intended for use by the teacher (self-evaluation) and/or by the teacher's peers. (Please check where appropriate)

Name______________________________ Date____________________

	Unsatisfactory	Satisfactory	Outstanding	Comments
A. Staff The teacher:				
1. cooperates with co-workers by sharing ideas and methods of instruction.				
2. exhibits professional and ethical behavior toward fellow teachers and co-workers (adopted code of ethics).				
3. contributes to committees and faculty meetings.				
4. seeks assistance, advice and guidance as necessary from colleagues, specialists or other sources.				
5. provides assistance, advice and guidance as necessary for colleagues.				

Human Relationships (Cont'd)

	Unsatisfactory	Satisfactory	Outstanding	Comments
B. Parent The teacher:				
1. confers, as necessary and desirable, with parents to foster a constructive parent-teacher relationship.				
2. involves, when appropriate, parents in school related activities.				

(T-6-2)

Human Relationships

Instructions: This instrument is intended for use by the teacher (self-evaluation) and/or by the teacher's peers.

Preliminary: Do you interact with this person? Yes___ No___

If the answer is no, do not respond to following questions -- but explain.

The teacher:

1. Cooperates with co-workers by sharing ideas and methods of instruction.

does not cooperate	cooperates grudgingly when asked	cooperates when asked	initiates the interaction

Evaluator's comments (give examples):

Teacher's comments (give examples):

2. Exhibits professional and ethical behavior toward fellow teachers and co-workers (adopted code of ethics).

does not observe the code of the teaching profession	usually does not observe the code of the teaching profession	observes the code of the teaching profession most of the time	sets the highest standards of behavior for oneself

Evaluator's comments (give examples):

Teacher's comments (give examples):

Human Relationships (Cont'd)

The teacher:

3. Contributes to committees and faculty meetings.

never contributes	contributes when directed	contributes sparingly	contributes freely and openly

Evaluator's comments (give examples):

Teacher's comments (give examples):

4. Seeks assistance, advice and guidance as necessary from colleagues, specialists or other sources.

is not receptive to ideas	occasionally asks for ideas	often asks for ideas	is very receptive to ideas

Evaluator's comments (give examples):

Teacher's comments (give examples):

Human Relationships (Cont'd)

The teacher:

5. Provides assistance, advice and guidance as necessary for colleagues.

never provides assistance, advice and guidance	provides assistance, advice and guidance grudgingly when asked	provides assistance, advice and guidance when asked	offers assistance, advice and guidance without being asked

Evaluator's comments (give examples):

Teacher's comments (give examples):

(T-6-3)

Human Relationships

Instructions: This item is to be circulated among a group of peers of the same department in the middle and high schools, and among a group of teachers in the elementary schools.

Preliminary: Do you interact with this person? Yes___ No___

If the answer is no, do not respond to following questions -- but explain.

The teacher:	Yes	No	Comment (give example)
1. a. Cooperates with co-workers by sharing ideas.	___	___	
b. Cooperates with co-workers by sharing methods of instruction.	___	___	
2. Exhibits professional and ethical behavior toward fellow teachers and co-workers.	___	___	
3. a. Contributes to committees.	___	___	
b. Contributes to faculty meetings.	___	___	
c. Contributes to other staff efforts.	___	___	
4. Seeks assistance, advice, and guidance as necessary from colleagues and/or specialists.	___	___	
5. Provides assistance, advice, and guidance as necessary for colleagues.	___	___	

(T-6-4)

Human Relationships

Instructions: This instrument is intended for use by the teacher and the evaluator. It may also be used by the teacher's peer group.

Statement of Objectives:

Narrative Summary:

Evaluator	Teacher

(T-6-5)

Human Relationships

Instructions: This instrument is intended to be sent home and returned to the school teacher or principal.

1. Have you conferred with your child's teacher in any way?

   Yes___ No___

   a. In what way?

      personal conference ___
      telephone conference ___
      note ___
      PTA ___
      open house ___
      class visitation ___
      other ______________________________

      please comment:

2. Have you been involved in school related activities?

   Yes___ No___

   please comment:

3. Do you feel this school is doing its best to meet the needs of your child? What specific recommendations do you have for improvement?

PART II

PRINCIPAL

A. A Model for Principal Evaluation

B. A Principal's Role

C. A Principal's Job Description

Introduction

A Model for Principal Evaluation

The following model of a principal's job description serves as the framework for evaluation. Accurate evaluation requires input of data from a variety of sources to assist the principal in the effective performance of his responsibilities, all geared toward the improvement of the student-learning experience.

The job of a principal deals with four major categories of interrelated responsibilities: (1) management, (2) personnel (including students and staff), (3) curriculum, and (4) human relationships.

1. Management. This aspect of a principal's job includes responsibility for the following: records of students and staff; fiscal operations; public relations; the school's physical plant; application of state, district, and federal laws and policies; establishment of procedures and regulations in the school; and educational supportive equipment and supplies.

2. Personnel. This aspect requires interaction among teachers, support staff, and students with whom the principal works. This interaction includes supervision and evaluation.

3. Curriculum. This aspect includes responsibility for all programs inside and outside the school that affect students.

4. Human Relationships: This aspect of the principal's job description deals with the nature of the principal's interacting with various members of the professional staff, students, and parents.

The close relationship between Personnel and Curriculum dictates combining the two under one heading (Personnel and Instruction) in the job description.

The evaluative instruments following the job description are designed to give the principal a perception of how he is handling his responsibilities as well as to give constructive suggestions for improvement.

Principal's Role

A principal's role is to perform in such a way as to provide leadership, supervision and coordination of the total educational program within the school.

The principal's responsibilities lie within the areas of:

1. management
2. personnel and instruction
3. competencies and professional development
4. human relationships

The job description attempts to delineate tasks that all principals should perform and to describe abilities that all principals should demonstrate. The principal who goes beyond these tasks and abilities is one who exemplifies a spirit of enthusiasm and dedication to the job and to the students in the school.

PRINCIPAL JOB DESCRIPTION

1. Management

1.1 School Records

The principal:

1.1.1 Establishes procedures for safe storing and integrity of all records.

1.1.2 Insures that recordkeeping procedures comply with state, federal and district laws and/or policies.

1.2 Fiscal Operations

The principal:

1.2.1 Maintains close surveillance of all allocated funds.

1.2.2 Prepares overall school budget.

1.2.3 Operates school programs within budget.

1.2.4 Maintains appropriate procedures to insure safeguard of funds.

1.3 Public Relations

The principal:

1.3.1 Disseminates information about school activities and programs to community.

1.3.2 Develops and maintains liaison with parents, social services and media personnel.

1.4 School-Physical Plant

The principal:

1.4.1 Oversees custodial work to insure plant cleanliness and maintenance.

1.4.2 Sets up procedures to insure plant is free from safety hazards.

1.4.3 Provides procedures for security of school facilities.

1.4.4 Attempts to provide school environment (psychological and physical) that is conducive to the learning process.

1.5 Knowledge of State, Federal and District Laws and/or Board of Education Policies Affecting Operation of School

The principal:

1.5.1 Communicates requirements with students, staff, parents and Central Administration.

1.6 Administrative Leadership and Practices

The principal:

1.6.1 Establishes efficient procedures and processes for maximum administrative effectiveness.

1.6.2 Develops viable student scheduling procedures.

1.6.3 Develops viable school-related activities programs.

1.6.4 Cooperates with peers (other principals, evaluators, Central Office personnel, etc.).

1.7 Educational Supportive Equipment and Supplies

The principal:

1.7.1 Determines need for all school equipment and supplies.

1.7.2 Maintains appropriate procedures for replacement and repair of equipment.

1.7.3 Recommends necessary supplies and equipment for implementation and maintenance of current programs.

2. Personnel and Instruction

2.1 Routine School Procedures

The principal:

2.1.1 Reviews responsibilities and cooperatively determines school objectives with the superintendent in accordance with district goals.

2.1.2 Implements administrative and Board of Education policies.

2.1.3 Interviews and recommends prospective staff members.

2.1.4 Confers with teachers as a group concerning new and existing school policies as contained in teachers' handbooks.

2.1.5 Informs teachers of educational resources and pupil services available to them.

2.1.6 Confers with new teachers individually concerning school policies and available resources.

2.1.7 Reviews laws, procedures and responsibilities with teachers.

2.1.8 Monitors biographical data and general information on file.

2.1.9 Monitors staff attendance records according to policy and insures suitable substitute teacher placement.

2.1.10 Maintains appropriate correspondence relative to staff in accordance with established Board of Education policy, contract item(s), and state and federal law.

2.1.11 Maintains appropriate staff evaluation records.

2.1.12 Maintains student attendance records.

2.1.13 Maintains student records in accordance with established Board of Education policy and state and federal law.

2.2 Supervision and Evaluation

The principal:

2.2.1 Makes periodic needs assessment and makes appropriate recommendations to the Central Office for programs and personnel.

2.2.2 Develops school goals and objectives which are consistent with system goals.

2.2.3 Plans with staff procedures for evaluation of school programs and student achievement.

2.2.4 Reviews the results of program evaluation and student achievement with staff and other appropriate personnel, and makes recommendations to the Central Office for curriculum modification.

2.2.5 Is responsible for providing opportunities to make the staff knowledgeable of the curriculum.

2.2.6 Seeks input from staff and other appropriate personnel to assess the curriculum in terms of the educational needs of all students.

2.2.7 Establishes with staff procedures for curriculum modification.

2.2.8 Meets with staff and other appropriate personnel to determine the necessary materials for improvement of curriculum.

2.2.9 Is responsible for providing the time, materials, and facilities for innovative approaches to the curriculum, and modifying teaching strategies.

2.2.10 Gives recognition to those teachers who attempt innovative approaches in implementing the curriculum.

2.2.11 Supervises and evaluates teachers on a continuous basis as established by the school district.

2.2.12 Establishes with the teacher a constructive instructional relationship based upon the observation and analysis of classroom teaching.

2.2.13 Creates an environment in which staff feels free to consult with principal regarding needs.

2.2.14 Provides orientation for (new) staff.

2.2.15 Assists in improvement of teacher-student relationship.

2.2.16 Assists and encourages faculty in achieving goals and objectives.

2.2.17 Helps the teacher in lesson planning, when necessary.

2.2.18 Confers with teachers regarding possible need for specialists and consultants.

2.2.19 Makes available specialists and consultants to meet the needs of teachers and students within the school program.

3. Competencies and Professional Development

The principal:

3.1 Keeps abreast of developments in techniques and content in the professional literature relating to administration.

3.2 Takes advantage of appropriate courses, in-service training, and conferences to enhance competencies.

3.3 Makes use of constructive criticism.

3.4 Makes use of teacher reactions as valid data for the evaluation of administrative effectiveness (for personal use only).

3.5 Identifies any factors that may have interfered with administrative effectiveness.

4. Human Relationships

The principal:

4.1 Cooperates with staff and co-workers by sharing ideas and methods of instruction.

4.2 Exhibits professional and ethical behavior toward staff and co-workers.

4.3 Encourages faculty input in committees and faculty meetings.

4.4 Seeks assistance, advice, and guidance as necessary from colleagues and/or specialists.

4.5 Provides assistance, advice, and guidance as necessary for colleagues.

4.6 Keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4.7 Sets realistic expectations for staff.

4.8 Attempts to establish the confidence and respect of students.

4.9 Develops and implements a discipline policy in cooperation with appropriate personnel that is fair and consistent, and well understood by the students.

4.10 Is available for individual conferences with staff, students and parents at a mutually agreed upon time.

4.11 Confers, as necessary and desirable, with parents to foster a constructive parent-school relationship.

4.12 Facilitates cooperation, trust among staff members.

PRINCIPALS' EVALUATION INSTRUMENTS*

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*Some of the items on pp. 90-110 are taken from instruments provided through the courtesy of Mr. Carmen Arace, Bloomfield.

(P-1-1)

1. Management

Instructions: This instrument is intended for use by the principal and evaluator.

The principal:	Unsatisfactory	Satisfactory	Outstanding	Comments
1. Establishes procedures for safe storing and integrity of all records.	☐	☐	☐	
2. Insures that recordkeeping procedures comply with state, federal and district laws and/or policies.	☐	☐	☐	
3. Maintains close surveillance of all allocated funds.	☐	☐	☐	
4. Prepares overall school budget.	☐	☐	☐	
5. Operates school programs within budget.	☐	☐	☐	
6. Establishes procedures to insure safeguard of funds.	☐	☐	☐	
7. Disseminates information about school activities and programs to community.	☐	☐	☐	
8. Develops and maintains liaison with parents, social services, and media personnel.	☐	☐	☐	
9. Oversees custodial work to insure plant cleanliness and maintenance.	☐	☐	☐	

1. Management (Cont'd)

The principal:	Unsatisfactory	Satisfactory	Outstanding	Comments
10. Sets up procedures to insure plant is free from safety hazards.	☐	☐	☐	
11. Provides procedures for security of school facilities.	☐	☐	☐	
12. Attempts to provide school environment (psychological and physical) that is conductive to the learning process.	☐	☐	☐	
13. Communicates requirements with students, staff, parents, and Central Administration.	☐	☐	☐	
14. Establishes efficient procedures and processes for maximum administrative effectiveness.	☐	☐	☐	
15. Develops viable student scheduling procedures.	☐	☐	☐	
16. Develops viable school-related activities programs.	☐	☐	☐	
17. Determines need for all school equipment and supplies.	☐	☐	☐	
18. Establishes procedures for replacement and repair of equipment.	☐	☐	☐	
19. Recommends necessary supplies and equipment for implementation and maintenance of current programs.	☐	☐	☐	

(P-2-1)

2.1 Personnel and Instruction

(School Procedures)

Instructions: This instrument is intended for use by the principal, the evaluator, and/or the principal's peer group.

The principal:	Yes	No	Comment
1. Reviews responsibilities with the superintendent.	☐	☐	
2. Cooperatively determines school objectives with the superintendent in accordance with district goals.	☐	☐	
3. Implements administrative and Board of Education policies.	☐	☐	
4. Interviews and recommends prospective staff members.	☐	☐	
5. Informs teachers of educational resources and pupil services available to them.	☐	☐	
6. Confers with teachers as a group concerning new and existing school policies.	☐	☐	
7. Confers with new teachers individually concerning school policies and available resources.	☐	☐	
8. Reviews laws, procedures and responsibilities with teachers.	☐	☐	
9. Monitors biographical data and general information on file.	☐	☐	
10. Monitors attendance records.	☐	☐	

2.1 Personnel and Instruction (Cont'd)

The principal:	Yes	No	Comment
11. Maintains appropriate correspondence relative to staff in accordance with established Board of Education policy, contract item, and state and federal law.	___ ___	___ ___	
12. Maintains appropriate staff evaluation records.	___ ___	___ ___	
13. Maintains student attendance records.	___ ___	___ ___	
14. Maintains student records in accordance with established Board of Education policy and state and federal law.	___ ___	___ ___	

Survey of Principal Effectiveness

Instructions: This instrument is intended as a staff survey of principal effectiveness. It is to be distributed to the staff and returned anonymously to the principal.

To the Staff: Please complete the following survey to assist me in the performance of my responsibilities. Any honest comments or examples that you can provide would be most helpful for me to improve my performance or to reinforce effective administrative practices. Please remain anonymous and return this to me. Thank you.

1. Extent to which instructional relationship is mutually agreeable.

Seeks teacher views on teaching strategies, allows for teacher discretion within school program	Allows teacher to pursue own methods	Is mildly tolerant of teacher views, allows discussion, insists on things being done his way	Is overbearing, does not allow for faculty input on teaching strategies, insists on things being done his

Examples and/or comments:

2. Extent to which principal sets realistic expectations for staff.

Expectations reasonable, within framework of school programs and personal abilities	Expectations usually reasonable within framework of school programs and personal abilities	Expects too much from staff, too many demands, unimportant, time-consuming tasks required	Does not have any expectations for staff

Examples and/or comments:

3. Extent to which principal displays supportive behavior toward me.

Displays no supportive behavior or virtually none	Displays supportive behavior in condescending manner only	Usually displays supportive behavior	Displays supportive behavior fully in all situations

Examples and/or comments:

4. Manner in which principal behaves so that I feel free to discuss important things about my job with him.

I feel completely free to discuss things with him	I feel rather free to discuss things with him	I do not feel free to discuss things with him	I am afraid to approach principal for discussion

Examples and/or comments:

5. Extent to which principal tries to get teachers' ideas and opinions and make constructive use of them in solving job problems.

Always gets ideas & opinions & always tries to make constructive use of them	Usually gets ideas & opinions & usually tries to make constructive use of them	Sometimes gets ideas & opinions in solving job problems	Seldom gets ideas & opinions in solving job problems

Examples and/or comments:

6. Extent to which principal knows and understands problems I face as a teacher.

Inquires of teacher any problems; demonstrates an understanding; offers assistance	Demonstrates an awareness of problems	Has some knowledge and understanding of problems I face	Does not conceive of teacher having any problems; is annoyed or angered at their presence

Examples and/or comments:

7. Extent to which principal assists teachers in lesson planning when necessary.

Provides helpful suggestions	Occasionally offers some help in lesson planning	Insists lesson planning should be done in opposition to teacher views	Offers no assistance

Examples and/or comments:

8. Extent to which principal encourages staff members to use specialists and resources.

Teachers informed of special services & resources & encouraged to use them	Teachers informed of special services & resources	Some teachers informed of resources & services	No information given

Examples and/or comments:

9. Extent to which principal makes meaningful in-service programs available.

a.	Initiates meaningful in-service programs	Responds to teacher requests for meaningful in-service programs	May make in-service programs available
b.	All teachers actively involved in in-service programs, find it meaningful and useful	Some teachers involved, others unattentive, do not see importance of program	Teachers are bored and/or insulted by in-service program

Examples and/or comments:

10. Extent to which interaction and communication are aimed at achieving school's objectives.

Interaction and communication useful and pertinent to school's objectives	Interaction and communication often related to school's objectives	Interaction and communication sometimes related to school's objectives, but often of little useful content	Interaction and communication not pertinent to school's objectives

Examples and/or comments:

11. Extent to which principal willingly shares information with teachers.

Provides minimum of information	Gives the teacher only information he feels they need	Gives information needed & answers most questions	Seeks to give teachers all relevant information

Examples and/or comments:

12. Extent to which communications are accepted by teacher.

Generally accepted, but if not, openly & candidly questioned	Often accepted, but if not, may or may not be openly questioned	Some accepted & some viewed with suspicion	Viewed with great suspicion

Examples and/or comments:

13. Amount of responsibility felt by each member of staff for achieving school's goals -- teacher's perception of hierarchy.

Personnel at all levels feel real responsibility for school's goals & behave in ways to implement them	Substantial proportion of personnel, especially at higher levels, feel responsibility & generally behave in ways to achieve the school's goals	Principal usually feels responsibility; teachers feel relatively little responsibility for achieving school's goals	Central Office administrators feel responsibility; principals feel less; teachers feel little & often welcome opportunity to behave in ways to defeat school's goals

Examples and/or comments:

14. Attitudes toward other members of staff.

Favorable, cooperative attitudes throughout the school with mutual trust and confidence	Cooperative, reasonably favorable attitudes toward others in school; may be some competition among peers with resulting hostility & some condescension toward subordinates	Subservient attitudes toward principal; competition for status resulting in hostility toward peers; condescension toward subordinates	Subservient attitudes toward principal coupled with hostility toward peers and contempt for subordinates; distrust is widespread

Examples and/or comments:

15. Extent to which principal has confidence and trust in me.

Has no trust & confidence	Has condescending confidence and trust	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters

Examples and/or comments:

16. Extent to which I, in turn, have confidence and trust in principal.

Have no confidence & trust in principal	Have subservient confidence & trust	Substantial but not complete confidence and trust	Complete confidence & trust

Examples and/or comments:

17. Accuracy of perceptions by principal and teacher of each other.

Often in error	Often in error on some points	Moderately accurate	Usually quite accurate

Examples and/or comments:

18. Extent to which principal communicates requirements to staff.

Staff is totally unaware of requirements	Staff is sometimes unaware of requirements	Staff is usually aware of what is required	Staff is fully aware of what is required

Examples and/or comments:

19. Extent to which teacher can influence the goals, methods and activity of his/her school (as seen by teachers).

None, except through "informal organization" or via unionization (where it exists)	Little, except through "informal organization" or via unionization (where it exists)	Moderate amount both directly & via unionization (where it exists)	Substantial amount both directly and via unionization where it exists)

Examples and/or comments:

20. Degree in which teachers are involved in decisions related to their work.

Not at all, feel purposely excluded	Occasionally involved at whim of principal	Usually involved	Fully involved in all decisions practically related to their work

Examples and/or comments:

21. Extent to which requirements are consistently applied to all members of the staff.

All staff members treated fairly and equally	Usually treats all staff members fairly and equally	Occasionally favors certain staff members	Different expectations for different staff members; unequal treatment

Examples and/or comments:

22. Extent to which principal seeks and accepts criticism.

Seeks and accepts meaningful criticism; discusses with teacher ways to improve situations	Accepts criticism; discusses ways of improvement	Grudgingly admits mistakes	Defensive about suggestions

Examples and/or comments:

23. Extent to which principal provides opportunities for innovation.

Encourages and supports staff in a variety of innovative strategies; provides helpful assistance where possible	Allows for innovative strategies; does not interfere with attempts at innovative teaching strategies	Grudgingly accepts innovative strategies	Does not allow innovative strategies; discourages their use

Examples and/or comments:

24. Manner in which principal recognizes innovation.

Praises teachers who attempt innovative, meaningful approaches to curriculum	Praises teachers who are effectively performing their duty	Rarely praises or recognizes teachers' accomplishments	Never gives teachers an insight into how they perform, except for formal evaluation

Examples and/or comments:

25. Extent to which principal uses technical and professional knowledge in decision making.

Extensive use of technical & professional knowledge	Some use of technical & professional knowledge	Little use of technical & professional knowledge	No evidence of technical & professional knowledge

Examples and/or comments:

26. Extent to which school environment is conducive to learning.

Disruptions of classroom learning quent and unnecessary	Occasional disruptions; often without necessity	Occasional disruptions; seldom without necessity	No unnecessary disruptions

Examples and/or comments:

27. Establishing confidence and respect of students.

Makes an effort to get to know students; attends school events; sees students regularly, apart from school programs; demonstrates an interest in students as human beings	Makes some effort to know students	Remains aloof and apart from students	Is hostile towards students

Examples and/or comments:

28. Extent to which principal knows and understands problems faced by students.

Is fully aware of student problems; develops school programs to meet these needs	Is aware of student problems; does not actively pursue programs to meet these needs	Is unaware of student problems; school programs designed for ease of execution rather than to meet needs of students	School programs or policies create more problems than they solve

Examples and/or comments:

29. Degree to which principal facilitates student-teacher relationships.

Encourages teachers to support and attend student activities, to demonstrate an interest in them	Is supportive of faculty in creating constructive relationships, conductive to learning	Requires faculty to support policies antagonistic to sound student-teacher relationships	Is suspicious of student-teacher relationship, discourages any interaction apart from classroom

Examples and/or comments:

30. Conferring with students.

Always available and willing for student conferences	Sometimes available and willing for student conferences	Grudgingly meets with students; does not seem seriously involved	Unavailable for student conferences

Examples and/or comments:

31. Conferring with staff.

Always available and willing for staff conferences	Sometimes available and willing for staff conferences	Grudgingly meets with staff; does not seem seriously involved	Unavailable for staff conferences

Examples and/or comments:

32. Conferring with parents.

Always available and willing for parent conferences	Sometimes available and willing for parent conferences	Grudgingly meets with parents; does not seem seriously involved	Unavailable for parent conferences

Examples and/or comments:

33. Involving parents in school-related activities.

Consistently involves parents in school activities	Occasionally involves parents in school activities	Rarely involves parents in school activities	Does not involve parents in school related activities

Examples and/or comments:

34. Adequacy of physical plant.

Physical plant totally inadequate	Some physical improvements needed	Adequate physical plant; not used to maximum advantage	Physical plant adequate and used to maximum advantage

Examples and/or comments:

35. Extent to which principal regularly evaluates classroom teaching.

Regularly	Rarely	Never

Is there advance notice of classroom visitations?

Yes___ No___ Sometimes___

Examples and/or comments:

36. Manner of principal's classroom evaluation.

Appears interested in what occurs; involved (passively) in classroom activity	Generally interested	Is uninterested; present only to follow school procedure	Is bored or easily distracted during observation; classroom presence creates problems

Examples and/or comments:

37. Accuracy of principal's classroom evaluation.

Accurately assesses strengths and weaknesses; makes appropriate helpful comments or recommendations	Generally appears aware of what is happening	Makes comments out of a sense of obligation; unhelpful suggestions	Can identify neither strengths nor weaknesses; seems out of touch with what is happening

Examples and/or comments:

38. Clarity and mutuality of evaluative objectives with teachers.

Was helpful in suggesting objectives for evaluation	Was clear and straightforward in mutually establishing objectives	Insisted upon objectives for evaluation in teacher's wishes	Was unclear about objectives; objectives upon which evaluation was based were not mutually agreed upon

Examples and/or comments:

39. Manner of dealing with parental complaints.

Is tactful, attempts to solve problems as fairly and as efficiently as possible	Makes reasonable efforts to solve problems, involving related personnel	Generally does not respond to complaints; tends to avoid rather than solve controversies with parents	Creates greater problems in response to complaints

Examples and/or comments:

40. Following established evaluative procedures.

Is consistent with established evaluative procedures	Sometimes follows established evaluative procedures	Does not follow established evaluative procedures

Improvement is needed in the following areas:

pre-conferencing ___

mid- (intermediate) conferencing ___

post-conferencing ___

establishing mutually agreed upon evaluative objectives ___

monitoring achievement of objectives ___

writing of evaluation reports ___

Examples and/or comments:

(P-2-2)

Free Response Survey

1. What do you consider to be my most outstanding asset as a principal?

2. What do you consider to be my most outstanding shortcoming as a principal?

3. What recommendations that you would make, if implemented, could enhance the programs offered at this school?

2.2 Supervision and Evaluation

Instructions: This instrument is intended for use by the principal as self-evaluation. The results are to be discussed with the evaluator.

The principal should answer each question as specifically as possible, citing examples whenever appropriate. Use separate sheets of paper and return to the evaluator.

1. What needs did you identify for your school this year?
2. What recommendations did you make to meet those needs?
3. What are the goals and objectives of your school? Please explain how they are consistent with system goals.
4. What steps have you taken to create procedures for evaluating school programs and student achievement?
5. With whom have you reviewed the results of these evaluations, and what recommendations have you made based on the results?
6. Please outline whatever steps you have taken to involve the staff in making decisions concerning curriculum development, implementation and modification.
7. What have you done to encourage innovative approaches to the curriculum?
8. To what extent did you seek faculty input on the manner in which the school is being run, and how did you respond to this input?
9. How would you assess the relationships you have established with staff members based upon your observations and analyses of classroom teaching?
10. What needs have your staff members communicated to you?
11. What orientation have you provided for staff members?

2.2 Supervision and Evaluation (Cont'd)

12. In what ways have you had a positive effect on teacher-student relationships?

13. How have you assisted and encouraged teachers in achieving their goals and objectives?

14. How have you helped teachers in lesson planning?

15. How have consultants and specialists been utilized in your school?

16. Have you followed the established evaluation procedures this year? Do you have any recommendations for improving them?

3. Competencies and Professional Development

Instructions: This form is to be completed by the principal (as part of self-evaluation) and returned to the evaluator, who will then complete the following form. The resulting dialogue should center on strategies for improving or maintaining the principal's professional development.

3. A. Professional Development

1. Which periodicals do you read regularly that you feel contribute to your professional development?

2. This year, have you taken any courses related to administration?

   If so, list.

3. Have you participated in any conferences, workshops, or in-service programs this year?

   If so, list.

4. Explain how any or all of the above have contributed to your growth as an administrator.

5. Do you ask your teacher reactions to you as a principal?

6. If not, explain.

7. If so, how do you use the information that teachers offer?

3. B. Competencies and Professional Development

				Comments
3.1 Professional Literature	Is conversant with current literature	Occasionally reads to keep up with trends & developments	Is not aware of the latest developments	
3.2 Professional Participation	Makes frequent & excellent use of educational opportunities	Occasionally makes use of educational opportunities	Does not take advantage of educational opportunities	
3.3 Constructive Criticism	Is open to constructive criticism	Accepts constructive criticism unwillingly	Is closed to all criticism	
3.4 Teacher Reactions	Perceives and benefits from teacher reactions to administrative actions	Occasionally uses teacher reactions	Disregards teacher reactions	
3.5 Administrative Effectiveness	Identifies the factors that interfere with effectiveness and takes steps to improve them	Identifies the factors that interfere with effectiveness	Is unaware of the factors that interfere with effectiveness	

(P-4-1)

4. Human Relationships

Instructions: Identical forms are to be completed by the evaluator (which may include staff or peers) and by the principal, and the results should provide the basis for a dialogue on how to improve or maintain quality human relationships.

The principal:	Yes	No	Comment and/or Example
1. Shares ideas and methods of instruction with staff.	___	___	
2. Exhibits professional and ethical behavior toward staff.	___	___	
3. Encourages faculty input in committee and faculty meetings.	___	___	
4. Seeks assistance, advice, and guidance as necessary from colleagues and/or specialists.	___	___	
5. Provides assistance, advice, and guidance as necessary for colleagues.	___	___	
6. Keeps in confidence information that has been obtained in the course of professional service.	___	___	
7. Sets realistic expectations for staff.	___	___	
8. Attempts to establish the confidence and respect of students.	___	___	
9. Cooperates with teachers in establishing a discipline policy.	___	___	

4. Human Relationships (Cont'd)

The principal:	Yes	No	Comment and/or Example
10. Is fair and consistent in administering the discipline policy.	___	___	
11. Makes well known to students the parameters of the discipline policy.	___	___	
12. Is available for individual conferences with staff at a mutually agreeable time.	___	___	
13. Fosters a constructive parent-school relationship.	___	___	
14. Facilitates cooperation, trust and good feeling among staff members.	___	___	

(P-4-2)

Parent, Community Relation Survey

Instructions: The principal is to complete the form and the results serve as the basis for a discussion on methods of improving or maintaining a sound relationship with the community.

What contact have you had with parents regarding the following:

1) school programs

2) curriculum

3) teachers

4) discipline problems

5) other

What attempts have you made to convey information about school programs to parents and/or community?

Are you satisfied with your level of achievement? What do you feel can be done to improve this?

APPENDICES

APPENDIX A

Glossary

Classroom Environment: (atmosphere)	The sum total of all the physical, social, emotional, and mental factors that contribute to the total teaching-learning situation; for example, heat, light, seating, individual differences among members of the group, teacher personality, teacher-pupil relationship, etc. Carter V. Good, editor, Dictionary of Education, New York: McGraw-Hill Book Co., 1959, p. 202.
Formative and Summative Evaluation:	The purpose of summative evaluation is to stress the overall effectiveness of a program; whereas the purpose of formative evaluation is generally to help in the development of the program. Anderson, et al., Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass Publishers, 1975, p. 406.
Self-Awareness:	Knowledge of one's own traits or qualities; insight into, and understanding of one's own behavior and motives. Horace B. English and Ava C. English. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms. New York: David B. McKay Co., Inc., 1958, p. 486.
Test:	The term "test" in the job description of a classroom teacher encompasses all methods of assessment that a teacher uses, and is not limited to the concept of a test requiring the use of pencil and paper.

APPENDIX B

CONNECTICUT PUBLIC ACT 74-278

An Act Concerning Teacher Evaluation

and

GUIDELINES AND CRITERIA

for implementation

PUBLIC ACT NO. 74-278

AN ACT CONCERNING TEACHER EVALUATION

Section 1. The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

Section 2. On or before January 1, 1975, each town or regional school district shall submit, in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

Section 3. Section 1 of number 73-456 of the public acts of 1973 is repealed...

Section 4. The sum of thirty thousand dollars is appropriated to the department of education, which appropriation shall be from the sum appropriated to the finance advisory committee under Section 1 of number 74-31 of the special acts of the current session for the reserve for legislation affecting agency budgets and shall be administered by said department. Said sum shall be used for the development, planning, research and evaluation of the guidelines and programs required by this act and for assistance to town and regional boards of education including orientation and in-service workshops in implementing such guidelines and programs.

Section 5. This act shall take effect July 1, 1974.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Hartford

Guidelines for Teacher Evaluation

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff. While they have the force of law behind them, these guidelines have been developed as a means of improving the learning experiences of students. It is believed that the approaches to staff evaluation laid down in these guidelines pave the way to positive approaches that can be characterized by such terms as mutuality, planning, trust, and self-evaluation.

These guidelines were developed as the result of the work of the Advisory Committee on Teacher Evaluation appointed by the State Board of Education to make recommendations for the Teacher Evaluation Act P.A. 74-278 enacted by the General Assembly. The guidelines embody the viewpoints of a broad spectrum of educational interests - not only those of the Advisory Committee itself, but indirectly many others, including legislators, educators, and the lay community.

Guiding Principles

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

The goals of an educational system may be described as those ultimate general behaviors expected of most students. As such, in at least a broad sense they describe and define for the instructional and special service as well as administrative staffs the targets toward which their efforts should be directed. Such goals should be established at the local level so that a teacher may set meaningful objectives upon which to be evaluated. Based on such goals, objectives will be developed by the various units of the school system and will form the basis of the teacher evaluation program. Within those units, the teacher (as defined in the statutes) must recognize how he contributes toward reaching those goals. Thus, just as the school system develops goals toward which it works, so too the units within the system and ultimately the teacher recognize how related objectives at their respective levels contribute to the realization of the broader goals. The Connecticut State Department of Education has conducted a study among various interested groups to develop goals aimed at bringing changes in student behavior.* A set of six major goals for education have been developed:

1. Each student learns to communicate effectively.
2. Each student accepts learning as a lifelong continuing process of self-development.
3. Each student develops the skills, knowledge, and values necessary for responsible citizenship.
4. Each student increases his ability to understand himself and to function in his environment.
5. Each student acquires habits and attitudes which have proven of value for health and family life.
6. Each student applies his accumulated knowledge and skills to present day living.

The goals have been accepted as working goals by the State Board of Education to serve as criteria for the programs of the Department. They are presented here to assist local school systems in the development of their own goals.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

At least five years should be allowed for the development, design, field-testing and review of the evaluation, with progress reports from the school districts made annually to the State Board of Education.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

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*Based on "Connecticut Citizens Response to Educational Goals" (1971-1972).

At the local level, planning and implementing an evaluation program requires time and personnel. Conditions in each local district vary, and each district will have to assess its status in this regard. Funds will be needed for such a program, not only for implementation purposes, but also for the purposes of in-service training. The State Department of Education has a responsibility for helping with broadly recognized needs in the upgrading and advancing of competencies in personnel evaluation. This in turn requires funding provisions at the state level.

Guidelines and Criteria for the Development of an Evaluation Plan

GUIDELINE I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

CRITERIA:
1.1.1 Written objectives for the evaluatee are developed.
1.1.2 Objectives are stated in operational (observable) terms.
1.2.1 Teachers and administrators work together in developing objectives.
1.2.2 Objectives are jointly approved.

GUIDELINE II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

CRITERIA:
2.1.1 There is input from all reference groups.
2.1.2 There is substantial approval of program by all groups.
2.2.1 Active roles for each group are specified.
2.2.2 There is a procedure to provide feedback from all groups concerning the evaluation program.

GUIDELINE III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

CRITERIA:
3.1.1 There is a clear written statement of the purposes of the evaluation program.
3.2.1 Statement of purposes is widely distributed to evaluators.

3.2.2 Statement of purposes is widely distributed to those to be evaluated.
3.3.1 Statement of purposes is explained and discussed with and by all reference groups.

GUIDELINE IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

CRITERIA:
4.1.1 General responsibilities of each professional position are defined in writing.
4.2.1 Tasks for each individual are specified.
4.3 Above procedures serve as a reference for evaluations.

GUIDELINE V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

CRITERIA:
5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.
5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.
5.3 The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.

GUIDELINE VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

CRITERIA:
6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.
6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process.

GUIDELINE VII. Evaluation should take into account influence on the learning environment such as material and professional resources.

CRITERIA:

7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.

GUIDELINE VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

CRITERIA:

8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation.
8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.

GUIDELINE IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

CRITERIA:

9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses.
9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.

GUIDELINE X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children.

CRITERIA:

10.1 The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children.
10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.

GUIDELINE XI. The program makes ample provision for clear, personalized constructive feedback.

CRITERIA:

11.1 A procedure (conference or written report) for review of the evaluation is provided.
11.2 Feedback is given on an individual basis.
11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.

A progress assessment shall be the responsibility of the State Department of Education:

1. The Department inventories each school district as to (1) status, and (2) plans for development of teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.
2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.
3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

APPENDIX C

TEACHER EVALUATION*

I. A Perception

Educational evaluation is concerned with four major areas: program, students, materials used in classrooms, and teachers. Most of what has been published in evaluation deals with programs and students, with some becoming available on materials. Evaluators were shying away from the evaluation of teachers until events of recent years forced them to turn their attention in this direction.

This article is concerned with the following questions:

1. Why should teachers be evaluated?
2. How is evaluation of teachers perceived?
3. How can evaluation of teachers be done?

During the last fifteen years, voices have been raised asking for more accountability in education. Since the economic situation during the period, described as inflation and recession at the same time, has had much to do with demands for accountability, the underlying theme has been "getting the most from the education dollar."

As the trend has become general, many states have passed laws requiring evaluation in education, often specifically identifying teachers as a sector to be evaluated.

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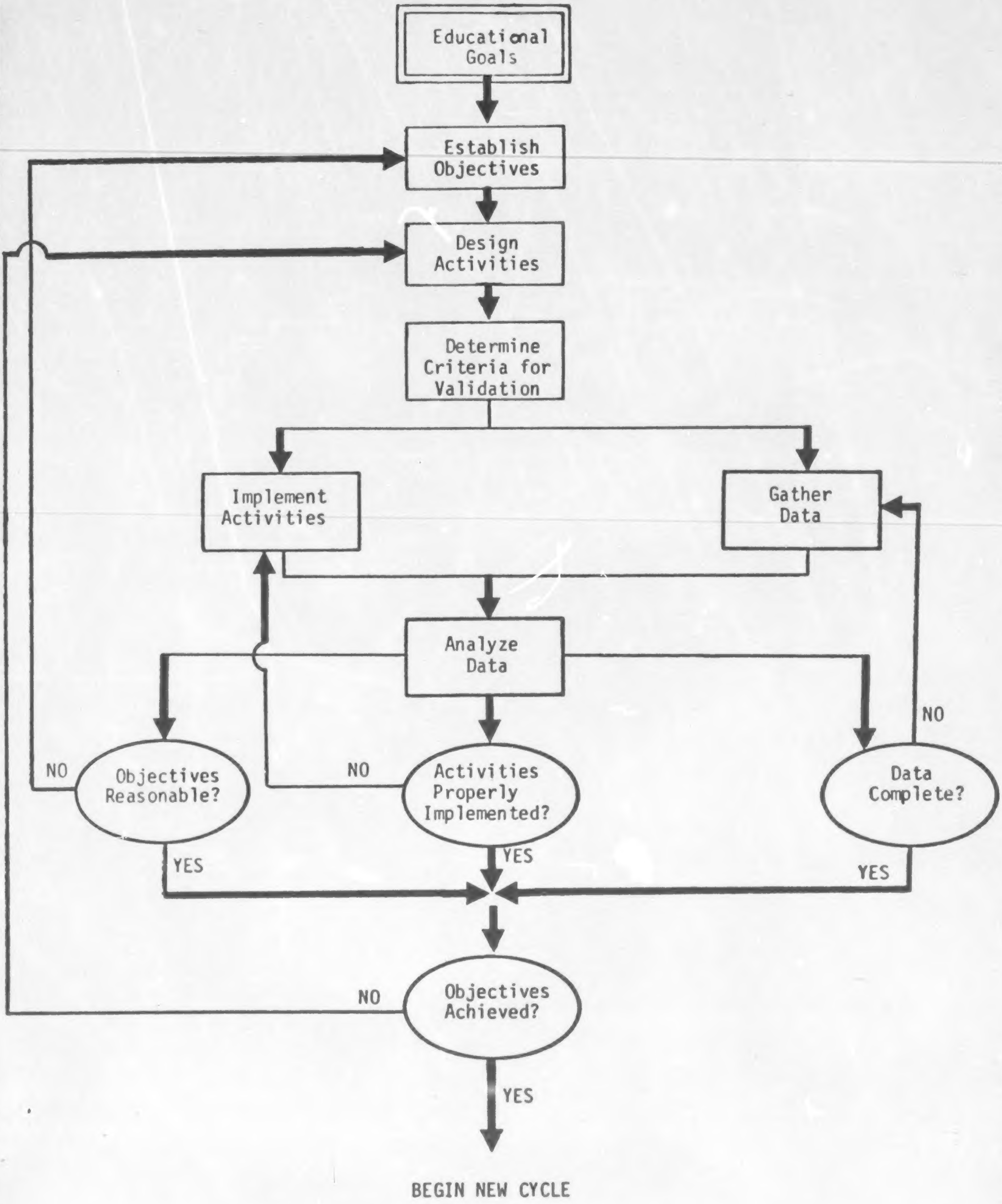
*Philip Saif, "Teacher Evaluation," Connecticut Association of Boards of Education Journal, E6/5-76.

Why have lawmakers required evaluation of teachers? Some have answered this question simply by saying "to get rid of 'bad' teachers." Others have seen evaluation as a means of determining salary scales. Educators did not feel comfortable with either answer. They, however, looking at the same question, have given different answers, namely: "to improve student learning" and "to promote the professional growth of teachers." Therefore, the discussion in this article is primarily related to these concepts.

Since the primary professional activity of a teacher is teaching, the major concern of teacher evaluation should be effective student learning experiences. With focus on the improvement of student learning, an evaluation scheme should seek to help all teachers do a better job. It does not concentrate on defining "good" versus "bad" teachers, but assumes that each teacher is competent, and that each can improve.

"Good teaching" is too fuzzy a concept to be useful in collecting data for evaluation. One way to refine such a broad concept is through asking questions such as "Good for what?" and "Good for whom?" Consequently, the first step in the evaluation scheme is to establish objectives that are congruent with the goals of education for the society and the school district; and the final step will be to determine to what degree these objectives were met. The diagram shown explains what the necessary steps are between the first and the last steps.

The first three steps - establish objectives, design activities, and determine criteria for validation - should be done together. Most of the criteria needed will relate to student performance and teacher activities that will lead to student learning. Some related teacher behaviors will probably


Educational Goals
Establish Objectives
Design Activities
Determine Criteria for Validation
Implement Activities
Gather Data
Analyze Data
NO
Objectives Reasonable?
NO
Activities Properly Implemented?
NO
Data Complete?
YES
YES
YES
NO
Objectives Achieved?
YES
BEGIN NEW CYCLE

also be considered: attitudes, values, human relations, and professional growth.

The individual teacher and the evaluator (frequently the evaluator in schools is the supervisor) must work together to decide upon the objectives which will form the major part of the teacher's evaluation. The design of activities for the achievement of the stated objectives is also meant to be agreed upon by the teacher and the evaluator together. Activities and criteria need to be expressed and written in precise terms so that there will be no misunderstanding about what is to be done and when various activities take place.

Like the first three steps in the diagram, steps 4 and 5 - implement activities and collect data - take place at the same time. It is important that the collected data be appropriate to help in determining the degree of meeting the stated objectives. To explain the importance of collecting proper data, the writer mentions the following incident when he was consulted "after the fact." At the end of the year, the principal of a high school found that, although both he and the teacher had stated objectives, designed and implemented activities,...the objectives were not achieved. Examination of the collected data revealed that they had not included the attitude of the teacher towards the course he was teaching. Incidentally, that attitude proved to be negative.

Step 6 - analyze data - is a natural extension of steps 4 and 5; at the same time it forms the foundation for the next three steps, in which decisions are made.

Step 7 asks Are the objectives reasonable? After performing some (or all) of the activities according to the plan, the evaluator, as well as teacher, can determine whether or not the objectives were realistic. If not, they (the teacher and the evaluator) should go back to Step 1, re-examine and modify or re-write the objectives.

Step 8 asks Were the activities properly implemented? If the answer is "no" one must go back to Step 4 to discover what was not properly implemented.

Step 9 asks Were the data collected significant? Was enough information gathered and was it the right information? If the data collected do not fulfill the purpose, one must go back to Step 5 to determine other kinds of needs data.

When the three steps (7, 8, and 9) have all been answered "yes," it becomes obvious that Step 10 must ask Were the objectives achieved? If the answer is "yes," a new cycle could be initiated. If the answer is "no," an overall examination should be done starting with the design of activities.

The teacher should be an active participant throughout the evaluation process. If information gathered during the evaluation process is to be useful to the teacher in making decisions, then the teacher and the evaluator should decide together what should be evaluated, what criteria should be used, and how information should be collected. As data are gathered and analyzed, the teacher and the evaluator together can make decisions as to which of the early steps should be re-examined.

Evaluation of teachers, as perceived above, is a way for teachers and evaluators to work together in examining performance so that, together, they can effect changes to improve student learning. When teachers are active participants in an on-going process, evaluation can be a valuable tool in improving the educational outcomes.

In order to put the plan mentioned above into action, the evaluator must meet with the teacher at least three times a year:

1. Initial conference(s) during the early part of the year (September/October) to agree in writing upon the objectives, the activities, and methods of validation.
2. Mid-year conference(s) (January/February) to check upon the processes.
3. End-of-year conference(s) (May) to assess the degree of success in reaching each of the objectives.

Various forms could be developed to meet such steps.*

II. Are the Objectives Enough?

Whether educators call the system described above as objective-based evaluation or contract or management by objectives, the question will be raised: Are such objectives enough for the evaluation of a teacher?

The stress, in the first part of this article, was placed on the outcome. Objectives are geared towards students and what they should learn. What about the teacher? There are other characteristics that should be considered, e.g., accuracy, stability, creativity, etc. How should such characteristics be considered in evaluation of a teacher? How could it be done in a meaningful way? Most teachers are familiar with the check lists which have been shown to be invalid. Some school districts thought of scales. Frequently such scales are of no value to a teacher. To illustrate, one may take an item that does not usually appear on a scale; let it be "Friendliness."

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*The writer has developed some forms that are used in the school districts with which he is consulting.

Example: Suppose that "Friendliness" is a desired item on the scale. It appears as follows:

Friendliness: 1 2 3 4 5

The evaluator is supposed to check or circle a number. What does it mean to a teacher to say: "You are 3 out of 5 on friendliness"? To improve such a situation, another type of scale had been proposed by Burks (1971). Definitions or explanations of what is meant should appear on the scale. It may appear as follows:

> Friendliness: Friendliness is the warmth and the sociability a person has in relation to students as well as to fellow teachers and administrators.

☐☐	☐☐	☐☐	☐☐	☐☐
Aloof	Approachable	Warm and Sociable	Extrovert (very sociable)	Excellent in establishing relations w/ other people

Such verbalization will mean something to the person to be evaluated. Teachers and administrators could come together and identify the important items. They may find "friendliness" to be a trivial point that should not appear on the list. The purpose of the two squares above each point is that a teacher can evaluate him/herself and the evaluator can use the same form to see whether they agree or disagree on the separate items. If disagreement occurs, then discussion takes place, which by its nature, will improve communications within the school. Both the teacher and the evaluator can agree upon as many items as they desire.

Concluding Remarks

In this article evaluation of a teacher is based upon the following:

1. Specific objectives and how to follow through.
2. Self-evaluation on items other than objectives.
3. An evaluator share his/her opinions on the same scale that the teacher used for self-evaluation.

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